

Report for childcare on domestic premises

Inspection date: 28 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

This unique nursery places a firm focus on building strong relationships with parents. Children settle very quickly and have strong and loving attachments with all members of staff. They are respected for their own characteristics and personalities. Overall, children behave well. Staff are attentive and support babies and younger children to build on their awareness of how to behave and to control their own emotions. Older children remember how to be kind and caring towards their friends, which helps them to build good levels of empathy and social awareness. Children have lots of opportunities to be physically active as they enjoy sensory experiences playing with the boxes of fine sand and moving around in the large ball pit. Babies build on their increasing abilities as they pull themselves up on equipment, and older children enjoy throwing and catching the coloured balls. Children enjoy group activities, such as story time and painting. However, these are not always well organised to constantly meet the needs of all children, or support and encourage them to build on their own creativity in their play. Children benefit from nutritious meals to help them to be healthy and strong and develop an early awareness of making good choices in their diet.

What does the early years setting do well and what does it need to do better?

- The owners have worked tirelessly since the last inspection to continuously improve all areas of the nursery using self-evaluation. The outdoors has been a particular focus with the addition of a large ball pit to support children further in their physical development. The leadership team values the views of parents, staff and children in identifying further areas for change. For example, a new outdoor classroom has been created to offer more sensory and craft experiences in line with children's changing interests.
- Children have access to large open spaces to help them to move around and take part in group activities. However, these are not always planned well enough to constantly meet the needs of all the children and can, at times, become chaotic with noise levels increasing over time.
- Staff plan painting and craft activities to build on children's participation. For example, babies enjoy exploring with textures of cotton wool and paint, and older children write letters to Santa. However, these do not fully help children to build on their own creativity in their learning.
- Children are building a good awareness of the immediate community and the wider world around them. They enjoy their trips in the minibus to widen their experiences and interactions. This helps children to learn about the differences and similarities in themselves and others. Babies enjoy looking at the variety of fish in the tanks to become more curious about nature. They become enthralled and fascinated as they watch them move around and change colour.
- Managers support staff well through a good and effective supervision system.

Staff receive targeted support to increase their knowledge and understanding, and staff are fully involved in planning for their own professional development. A recent course has supported the practice of the baby room team in delivering the highest levels of care for this particular age group.

- Children make good progress. The staff and the leadership team monitor and track children's development closely to help them to quickly identify potential gaps. This helps children to receive additional support if required. Children with special educational needs and/or disabilities are provided with a joined-up approach through the successful sharing of information with other professionals.
- Staff constantly support the increasing communication and language skills of the children. Babies are starting to use sounds and words that they hear staff repeating, and older children enter into more meaningful conversations with members of staff. They are given time to respond to questions asked of them, and this helps them to express their own opinions and views.
- Children are using early mathematics in their own play and learning. Babies are problem-solving as they place coins in slots and repeat actions. Older children enjoy separating coloured toys and playing card games together. They have increasing confidence as they reach higher numbers and remember pictures on cards as they turn them over. This helps children to use their recall and memory skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in how they would identify the signs and symptoms of abuse and the procedures they would use to report any concerns. This helps to protect the welfare of children. Policies are adapted to reflect recent changes to the local authority reporting requirement and shared successfully with the team members and parents. Information boards display contact numbers, reflecting the responsibility of all towards the safeguarding of children. Risk assessments are used well to help provide a safe and secure environment when taking children on outings. The leadership team uses robust recruitment procedures to ensure the suitability of all staff who work directly with the children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review the organisation of group times to ensure these are adapted to meet the needs of all children and provide quieter times out of their busy day
- plan more effectively to fully explore and support children's own creativity in planned activities, to build further on their learning experiences.

Setting details

Unique reference number	EY444346
Local authority	Surrey
Inspection number	10108811
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	55
Number of children on roll	81
Registered person unique reference number	RP511212
Date of previous inspection	16 October 2012

Information about this early years setting

Woodlands Day Care Ltd registered in 2012. The setting operates from the private residential home of the providers in Oxted, Surrey. The provision opens from Monday to Friday, 7am to 6.30pm. There are 20 staff in total working within the setting. Of these, two staff members hold a level 6 early years qualification. Three members of staff hold level 4 early years qualifications. Seven staff members hold a level 3 qualification, and one staff member holds a level 1 early years qualification. The setting receives funding for the free education of children aged three and four years.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector conducted a learning walk with the manager and discussed the process of evaluation, how the curriculum for children's learning is planned, and what the current areas identified for improvement are.
- The inspector observed the teaching and learning, indoors and outdoors, and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments and written views into consideration.
- Discussions were held with staff and the children at appropriate times. The inspector also spoke to staff about their knowledge of safeguarding and the procedures in place for reporting any concerns. This included new members of staff.
- The manager and the inspector completed two joint observations. The inspector also held a leadership meeting and a feedback meeting at the end of the inspection with the manager, the additional administration manager and the nominated individual/owner.
- A range of documentation was sampled, including staff suitability checks, recruitment files and professional development plans. The inspector also tracked children's development and progress.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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